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| Stage 1 – Desired Results | |
| **Established Goals:** *Illinois State Goal 21* - All students will be able to develop team-building skills by working with others through physical activity.  *22 –* All students will understand principles of health promotion and the prevention and treatment of illness and injury.  *23* – All students will understand human body systems and factors that influence growth and development.  *24* – All students will promote and enhance health and well-being through the use of effective communication and decision-making skills. | |
| **Understandings:**  *Students will understand….*   * The importance of maintaining cleanliness and personal hygiene in regards to their skin, hair, and nails. * The importance of maintaining personal hygiene in regards to mouth and teeth. * How everyday behaviors can affect their eyes and vision. * How everyday behaviors can affect their ears and hearing. | **Essential Questions:**   * Why is it important for one’s health to regularly maintain their skin, hair, and nail hygiene? * If an individual chooses NOT to take care of their oral health what problems may they encounter in the future? * What behaviors can be detrimental to one’s vision? * What behaviors can hurt an individual’s hearing capabilities? * Name a few regular activities or behaviors a person can do to maintain a high level of personal health and wellness. |
| *Students will know*   * The appropriate steps to take towards maintaining a high level of health and wellness in regards to their skin, hair, and nails. * What regular activities they must engage in to maintain a high level of health and wellness in regards to oral hygiene. * What negative behaviors can hurt an individual’s vision. * What negative behaviors can hurt an individual’s hearing. | *Students will be able to*   * Develop a weekly schedule that includes behaviors that promote personal health and wellness. * Actively analyze a list of pros and cons pertaining to healthy actions and poor actions to take in regards to personal health and wellness. * Promote beneficial personal health and wellness behaviors to their families and fellow peers. |
| Stage 2 – Assessment Evidence | |
| **Performance Tasks:**   * During group research time students will apply strategies in order to keep track of their personal health and well-being on a regular basis. * As a class, students will analyze how everyday behaviors affect other parts of the body. (How can poor dental hygiene effect other areas of your life or your body?) * Individually, students will evaluate behaviors that can be taken in order to additionally reduce strain on personal health and wellness. (Resting their eyes while working on a computer or while reading.) * Students will observe videos of individuals who have practiced poor hygiene and witness how it has effect the lives of those people. * In groups, students will come up with precautionary behaviors that can be taken to prevent infections that may hinder personal health and wellness. | **Other Evidence:**   * Verbal Formative Assessment * Mid-term Written Exam * Regularly documented health journal * 2-3 page Essay on how practicing a high level of personal health, wellness, and hygiene may add years to their lives. |
| Stage 3 – Learning Plan | |
| **Learning Activities:**   * Review and answer any questions students may still have from the previous unit. * Introduce the Essential Questions for the unit and offer the students a brief outline of what to expect throughout the unit including activities and final expectations. * Students will participate in a class discussion that includes the teacher so that the students can share what they previously know in regards to the pros and cons of practicing personal hygiene. The teacher will add additional information if needed. * The teacher will connect personal health and wellness to other activities or concepts that draw in the students’ interests. (Appearance, bad breath, etc.) * Through guided practice, students will have opportunities to explore a variety of ways to regularly maintain their personal health and wellness while explaining their thought process behind the task. * During group work and individual study, students will explore ways of preventing infections and detriments to their personal health and well-being that may include presentations, essays, or visual aides. These activities will improve on students’ literacies as well while making them aware of how their lives may be with poor health and hygiene. * Students will participate in games that will promote a high level of personal wellness while keeping them engaged in the concepts taught in class through mild-competition. (Jeopardy) * Students will write a two-three page paper near the end of the unit showing their understanding of the material taught in class and what actions they plan to take to better prevent life-altering illnesses or infections. This will be their EXIT SLIP from class. * Students will observe and take notes on mini-videos of how personal health and wellness has affected others in society (good and bad) and participate in a discussion on what they observed. * On the last day of the unit students will offer any additional questions that they may have pertaining to the unit. The teacher will close the unit with a unit review of the material and activities covered throughout the unit. Last, the teacher will offer an introduction to the next unit to be covered and ask students how the next unit relates to the previous unit covered. | |